



EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

## Statement of Work and Budget Schedule for Empirical Education Inc.

JANUARY 1, 2023 – DECEMBER 31, 2027

The following is the Statement of Work (SOW) to be undertaken during this contract. The SOW consists of the independent evaluation of Rock Island Milan School District (RIMSD)'s How Are the Children (HATC) grant under the U.S. Department of Education's EIR program. This SOW is divided into tasks, by year, and at the end is a timeline of research activities. This is a five-year project taking place from January 1, 2023 – December 31, 2027.

### Year 1: January 1- December 31, 2023

#### TASK 1: GENERAL COMMUNICATION

- Attend EIR kickoff meeting in January 2023
- Participate in regular study team meetings
- Maintain regular communication with RIMSD, Rock Island High School (RIHS) administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR Evaluation Technical Assistance (TA) liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person Fall meeting in DC
- Provide RIMSD with quarterly progress reports

#### TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods.
- Provide assistance to CWK and RIMSD to refine the HATC logic model and establish measures and thresholds for Fidelity of Implementation (FOI).
- Develop a study plan and revise it based on feedback from the TA providers. The study plan will detail implementation and impact studies. It will state the research questions and describe sample selection, the approach to documenting attrition, data collection, outcome variables, baseline balance testing, and the statistical analysis of impacts on students and teachers.
- Submit draft and final study plan and contrast table to EIR Analysis and Reporting (A&R) team and make revisions as required.

### TASK 3: IRB, RECRUITMENT, AND CONSENT

- Develop IRB submission and obtain approval, providing RIMSD with approval letter.
- Develop protocols for using Empirical's secure website, SecureServer®, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA).
- Secure district agreement.
- Conduct informed consent webinars to recruit study teachers.
- Document recruiting procedures and processes.
- Offer conference calls to all potential participants to discuss the research study and data collection.
- Prepare, collect, and enter consent forms from administrator and teacher participants.
- Keep IRB submission up to date with any changes in design or data collection protocols.

### TASK 4: TEACHER SURVEYS

- Develop original content for teacher background survey and quarterly implementation surveys.
- Administer baseline survey in spring 2023 on teaching preparation and background, and other contextual factors using SurveyCenter®. Administer two quarterly implementation surveys (in fall and winter 2023) using SurveyCenter.
- Create and update the survey framework to reflect items asked on surveys.
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes.
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating.
- Track teacher participation and communication.
- Contact participants regarding comments made on surveys for clarification or to resolve any issues.

### TASK 5: MEASURE OF SOCIO-EMOTIONAL LEARNING COMPETENCY

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (baseline in spring 2023; administer to new students in fall 2023).
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical.

### TASK 6: TEACHER INTERVIEWS

- Develop coding protocols and transcription methods pertaining to teacher interviews.
- Review baseline teacher survey responses with RIMSD and CWK to determine the method of selection for a subsample for teacher interviews.

#### TASK 7: TRAINING OBSERVATIONS

- Develop and refine observation protocol and processes
- One Empirical Education staff will travel to RIMSD to observe the CWK training in June or July 2023
- One Empirical Education staff member will virtually observe a sample of quarterly coaching sessions (schedule and sample TBD)

#### TASK 8: DATA COLLECTION, DATA WAREHOUSING, AND SECURESERVER

- Develop specifications and protocols for the collection of individual student and teacher data from RIMSD
- Set up and maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, measures of SEL competency, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)

#### TASK 9: RANDOMIZATION

- Collect all necessary data for blocking procedures and randomization
- Randomly assign approximately 100 RIHS teachers to receive HATC training or participate in business as usual
- Communicate randomization results to the HATC team (CWK and RIMSD)

#### TASK 10: MONITORING PARTICIPANTS

- Monitor and document participation, contamination, and attrition

#### TASK 11: REPORTS

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with randomization results and study progress updates

#### YEAR 1 TIMELINE AND PAYMENT SCHEDULE

The year 1 portion of this project will begin in January 2023 with the initiation of the contract. Table 1 presents a timeline of the primary research tasks for the first year of the study.

**TABLE 1. YEAR 1 MILESTONES**

Target date	Major milestone
January 2023	Commencement of work
January 2023	Attend the in-person EIR kickoff meeting in DC
January 2023	Prepare and deliver district agreement
Spring 2023	Prepare and submit IRB application
Spring 2023	Hold informed consent webinars and collect teacher consent
Spring 2023	Administer baseline teacher survey and collect from RIMSD other background data necessary for randomization (including student rosters for the 2023/24 school year and SEL measure)
Spring 2023	Randomize teachers and communicate results
Summer 2023	Prepare and share initial draft of study plan
Summer 2023	Observe one day of teacher training
Fall 2023	Attend the in-person EIR meeting in DC
Fall and Winter 2023	Develop and administer teacher survey
Winter 2023	Submit first internal feedback report

Table 2 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue \$50 gift cards to all 100 teachers who return their teacher background baseline survey. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed \$5,000). Any remaining funds from the year 1 subcontract budget that are not used in year 1, will be rolled over into the following year’s budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

**TABLE 2. YEAR 1 PAYMENT SCHEDULE**

Target date	Deliverable	Payment
March 2023	Deliver quarter 1 report	\$35,000
June 2023	Deliver quarter 2 report	\$35,000
September 2023	Deliver quarter 3 report	\$35,000
December 2023	Deliver first interim report	\$37,073
Year 1	Total fixed costs	\$142,073
Summer 2023	Honorarium for teacher participants who return the baseline background survey (invoiced as the expense occurs, not to exceed amount)	\$5,000

## Year 2: January 1 – December 31, 2024

### TASK 1: GENERAL COMMUNICATION

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR in-Person meeting in DC
- Provide RIMSD with quarterly reports

### TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design

### TASK 3: IRB, RECRUITMENT, AND CONSENT

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

### TASK 4: TEACHER SURVEYS

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2023/24 school year (in March and May 2024) and two of four quarterly implementation surveys for the 2024/25 school year (in fall and winter 2024) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating
- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

#### TASK 5: MEASURE OF SOCIO-EMOTIONAL LEARNING COMPETENCY

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2024)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

#### TASK 6: TEACHER INTERVIEWS

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

#### TASK 7: DATA COLLECTION, DATA WAREHOUSING, AND SECURESERVER

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

#### TASK 8: MONITORING PARTICIPANTS

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

#### TASK 9: ANALYSIS

- Collect cost estimates for implementation and costs associated with business-as-usual instruction; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competency outcomes, achievement and behavioral data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR



## TASK 10: REPORTS

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Submit preliminary results to AERA for presenting in 2025

## YEAR 2 TIMELINE AND PAYMENT SCHEDULE

Table 3 presents a timeline of the primary research tasks for the second year of the study.

**TABLE 3. YEAR 2 MILESTONES**

Target date	Major milestone
<b>Spring 2024</b>	Administer two teacher surveys
<b>Summer 2024</b>	Revise draft of study plan
<b>Summer 2024</b>	Collect and warehouse data from RIMSD
<b>Fall 2024</b>	Collect teacher consent for any new study teachers
<b>Fall 2024</b>	Attend the in-person EIR meeting in DC
<b>Fall and Winter 2024</b>	Administer teacher surveys
<b>Winter 2024</b>	Conduct analyses
<b>Winter 2024</b>	Submit second internal feedback report

Table 4 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue \$75 gift cards for each completed survey and \$150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed \$33,000). Any remaining funds from the year 2 subcontract budget that are not used in year 2, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

**TABLE 4. YEAR 2 PAYMENT SCHEDULE**

Target date	Deliverable	Payment
<b>March 2024</b>	Deliver quarter 1 report	\$50,000
<b>June 2024</b>	Deliver quarter 2 report	\$50,000
<b>September 2024</b>	Deliver quarter 3 report	\$50,000
<b>December 2024</b>	Deliver second interim report	\$53,104
<b>Year 2</b>	Total fixed costs	\$203,104
<b>Summer 2024</b>	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	\$33,000

## Year 3: January 1 – December 31, 2025

### TASK 1: GENERAL COMMUNICATION

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

### TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods.
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to map out the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items

### TASK 3: IRB, RECRUITMENT, AND CONSENT

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

### TASK 4: TEACHER SURVEYS

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2024/25 school year (in March and May 2025) and two of four quarterly implementation surveys for the 2025/26 school year (in fall and winter 2025) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating



- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

#### TASK 5: MEASURE OF SOCIO-EMOTIONAL LEARNING COMPETENCY

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2025)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

#### TASK 6: TEACHER INTERVIEWS

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

#### TASK 7: DATA COLLECTION, DATA WAREHOUSING, AND SECURESERVER

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education’s SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

#### TASK 8: MONITORING PARTICIPANTS

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

#### TASK 9: ANALYSIS

- Collect cost estimates for implementation; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR

## TASK 10: REPORTS

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Attend AERA conference to present preliminary results (if submission is accepted)
- In collaboration with CWK and RIMSD, identify appropriate journals to submit results to, and start drafting journal articles

## YEAR 3 TIMELINE AND PAYMENT SCHEDULE

Table 5 presents a timeline of the primary research tasks for the third year of the study.

**TABLE 5. YEAR 3 MILESTONES**

Target date	Major milestone
<b>Spring 2025</b>	Administer two teacher surveys
<b>Summer 2025</b>	Revise draft of study plan
<b>Summer 2025</b>	Collect and warehouse data from RIMSD
<b>Fall 2025</b>	Collect teacher consent for any new study teachers
<b>Fall 2025</b>	Attend the in-person EIR meeting in DC
<b>Fall and Winter 2025</b>	Administer teacher surveys
<b>Winter 2025</b>	Conduct analyses
<b>Winter 2025</b>	Submit third internal feedback report

Table 6 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue \$75 gift cards for each completed survey and \$150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed \$33,000). Any remaining funds from the year 3 subcontract budget that are not used in year 3, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaleducation.com).

**TABLE 6. YEAR 3 PAYMENT SCHEDULE**

Target date	Deliverable	Payment
<b>March 2025</b>	Deliver quarter 1 report	\$40,000
<b>June 2025</b>	Deliver quarter 2 report	\$40,000
<b>September 2025</b>	Deliver quarter 3 report	\$40,000
<b>December 2025</b>	Deliver third interim report	\$28,690
<b>Year 3</b>	Total fixed costs	\$148,690
<b>Summer 2025</b>	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	\$33,000

## Year 4: January 1 – December 31, 2026

### TASK 1: GENERAL COMMUNICATION

- Participate in regular study team meetings
- Maintain regular communication with CWK, RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- Attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

### TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods.
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and study design decisions; share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to refine the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items
- Travel to RIMSD to discuss scaling and replication of the program implementation to other school districts

### TASK 3: IRB, RECRUITMENT, AND CONSENT

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)
- Conduct informed consent webinars to recruit any new study teachers
- Prepare, collect, and enter consent forms from administrator and teacher participants new to the study

### TASK 4: TEACHER SURVEYS

- Refine content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2025/26 school year (in March and May 2026) and two of four quarterly implementation surveys for the 2026/27 school year (in fall and winter 2026) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating

- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

#### TASK 5: MEASURE OF SOCIO-EMOTIONAL LEARNING COMPETENCY

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring and fall 2026)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

#### TASK 6: TEACHER INTERVIEWS

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

#### TASK 7: DATA COLLECTION, DATA WAREHOUSING, AND SECURESERVER

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys and teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files

#### TASK 8: MONITORING PARTICIPANTS

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

#### TASK 9: ANALYSIS

- Collect cost estimates for implementation; develop methods for analyzing cost estimates
- Conduct analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Continue to develop analytic techniques for impact and implementation analysis
- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR

## TASK 10: REPORTS

- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare and deliver an end-of-year report with interim results and study progress updates
- Submit presentation proposals to AERA and SREE to present results in 2027
- Continue drafting journal articles with CWK and RIMSD

## YEAR 4 TIMELINE AND PAYMENT SCHEDULE

Table 7 presents a timeline of the primary research tasks for the fourth year of the study.

**TABLE 7. YEAR 4 MILESTONES**

Target date	Major milestone
Spring 2026	Administer two teacher surveys
Summer 2026	Revise draft of study plan
Summer 2026	Collect and warehouse data from RIMSD
Fall 2026	Collect teacher consent for any new study teachers
Fall 2026	Attend the in-person EIR meeting in DC
Fall and Winter 2026	Administer teacher surveys
Winter 2026	Conduct analyses
Winter 2026	Submit fourth internal feedback report

Table 8 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue \$75 gift cards for each completed survey and \$150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense when it is incurred (not to exceed \$33,000). Any remaining funds from the year 4 subcontract budget that are not used in year 4, will be rolled over into the following year's budget and included with the renewal subcontract paperwork. All invoices will be Net 30 and submitted by [Skott Wade](#).

**TABLE 8. YEAR 4 PAYMENT SCHEDULE**

Target date	Deliverable	Payment
March 2026	Deliver quarter 1 report	\$40,000
June 2026	Deliver quarter 2 report	\$40,000
September 2026	Deliver quarter 3 report	\$40,000
December 2026	Deliver fourth interim report	\$31,279
Year 4	Total fixed costs	\$151,279
Summer 2026	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	\$33,000

## Year 5: January 1 – December 31, 2027

### TASK 1: GENERAL COMMUNICATION

- Participate in regular study team meetings
- Maintain regular communication with RIMSD, RIHS administration, and RIHS teachers
- Maintain regular communication with CWK
- Maintain regular communication with EIR TA liaison from Abt Associates and hold monthly team calls
- May attend annual EIR In-Person meeting in DC
- Provide RIMSD with quarterly reports

### TASK 2: STUDY DESIGN

- Continue research on existing literature, program materials, and research methods
- Work with to CWK and RIMSD to refine the HATC logic model
- Revise the study plan and contrast table based on the feedback provided by the EIR Analysis and Reporting (A&R) team for documents submitted in Year 1
- Document key discussions and decisions about study design, and share with RIMSD and CWK as appropriate
- Track the implementation data against FOI thresholds; focus implementation data on scaling and replication
- Use PDSA cycles to incorporate feedback into the implementation design
- Collaborate with RIMSD and CWK to refine the data analysis plan and timeline, including priority questions and data to be analyzed for teacher survey items
- Travel to RIMSD to discuss scaling and replication of the program implementation to other school districts

### TASK 3: IRB, RECRUITMENT, AND CONSENT

- Inform IRB and obtain approval, if needed, of any changes in design or data collection protocols
- Manage use of Empirical's secure website, SecureServer, which uses VeriSign security, so that data collection from RIMSD is compliant with Family Educational Rights and Privacy Act (FERPA)

### TASK 4: TEACHER SURVEYS

- Develop original content for teacher quarterly implementation surveys
- Administer two of four quarterly implementation surveys for the 2026/27 school year (in March and May 2027) using SurveyCenter
- Update the survey framework to reflect items asked on surveys
- Use standard Empirical survey follow-up protocol including reminder calls, emails, and faxes
- Follow up with school principals to determine if study teachers who have not completed surveys are still at the school and participating



- Track teacher participation and communication
- Contact participants regarding comments made on surveys for clarification or to resolve any issues

#### TASK 5: MEASURE OF SOCIO-EMOTIONAL LEARNING COMPETENCY

- Communicate with RIMSD and RIHS during their administration of the SEL competency measure to all eligible students and teachers (spring 2027)
- Coordinate with RIMSD and RIHS to securely transfer data to Empirical

#### TASK 6: TEACHER INTERVIEWS

- Research and develop interview questions, in collaboration with RIMSD and CWK
- Select a subsample of teachers to invite to participate in interviews
- Schedule and conduct interviews
- Collect and transcribe interview data for analysis

#### TASK 7: DATA COLLECTION, DATA WAREHOUSING, AND SECURESERVER

- Submit data requests to obtain class rosters, administrative records (attendance and behavioral data), standardized test scores, SEL competency data, and student and teacher demographic data from RIMSD
- Communicate with district representatives to assure data requests are completed as requested
- Maintain Empirical Education's SecureServer, data warehouse, and other infrastructure for the purpose of obtaining and storing data securely
- Clean and warehouse all data collected through teacher surveys
- Clean and warehouse all data collected through teacher interviews
- Clean and warehouse all data collected from RIMSD
- Collect data from CWK and RIMSD needed for FOI analysis (e.g., training attendance, meeting agendas, etc.)
- Integrate all data and prepare analytic data files
- Compile an inventory of all data received to date

#### TASK 8: MONITORING PARTICIPANTS

- Monitor and document participation, contamination, and attrition
- Administer honorariums for completion of surveys and interviews

#### TASK 9: ANALYSIS

- Collect data and conduct final cost estimates for implementation
- Complete analysis of teacher surveys, SEL competencies, behavioral and achievement data, and teacher interviews
- Collaborate with CWK and RIMSD (as needed) to finalize the year 5 data analysis plan and timeline, including priority questions and data to be analyzed

- Refine research questions, algorithms to calculate FOI, and aggregate results based on thresholds established in the FOI matrix submitted to EIR
- Document key discussions and decisions about analysis, and share with CWK and RIMSD as appropriate

### TASK 10: REPORTING

- Support RIMSD with the EIR Final Performance Report
- Prepare internal quarterly feedback reports and submit them with quarterly invoices
- Prepare final FOI matrix
- Prepare and deliver final report with all results
- Submit final report and contrast tool to EIR
- Submit final report to the ERIC database
- Attend AERA conference to present results (if submission is accepted)
- Attend SREE conference to present results (if submission is accepted)
- Submit journal articles to appropriate journals
- Collaborate with RIMSD and CWK on other outreach materials (e.g., research briefs, slide decks)

### YEAR 5 TIMELINE AND PAYMENT SCHEDULE

Table 9 presents a timeline of the primary research tasks for the final year of the study.

**TABLE 9. YEAR 5 MILESTONES**

Target date	Major milestone
Spring 2027	Administer final teacher surveys
Spring 2027	Present results at conferences
Summer 2027	Collect and warehouse final data from RIMSD
Fall 2027	May attend the in-person EIR meeting in DC
Fall-Winter 2027	Complete analyses
Winter 2027	Share a draft of the final report with RIMSD and CWK
Winter 2027	Submit final report to RIMSD, CWK, and EIR
Winter 2027	Contribute to dissemination of final report

Table 10 presents a fixed-price payment schedule, with each payment tied to a deliverable. In addition to those fixed-price payments, we plan to issue \$75 gift cards for each completed survey and \$150 gift cards for each teacher interview. Since we do not know the exact number of teachers at this time, this cost will be invoiced as a reimbursable expense at the time it is incurred (not to exceed \$33,000). All invoices will be Net 30 and submitted by Skott Wade (swade@empiricaeducation.com).

**TABLE 10. YEAR 5 PAYMENT SCHEDULE**

Target date	Deliverable	Payment
<b>March 2027</b>	Deliver quarter 1 report	\$50,000
<b>June 2027</b>	Deliver quarter 2 report	\$50,000
<b>September 2027</b>	Deliver quarter 3 report	\$50,000
<b>December 2027</b>	Deliver final report	\$53,143
<b>Year 5</b>	Total fixed costs	\$203,143
<b>Summer 2027</b>	Honorarium for teacher participants who complete the surveys and interviews (invoiced as the expense occurs, not to exceed amount)	\$33,000



EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

January 25, 2023

Dr. Reginald Lawrence II  
Superintendent  
Rock Island - Milan School District #41  
2101 6th Avenue, Rock Island, IL 61201

Dear Dr. Reginald Lawrence II:

We look forward to working with Rock Island - Milan School District #41 (RIMSD) in evaluating the implementation and effectiveness of the How are The Children (HATC) project on student social-emotional competencies, attendance and suspension rates, and student achievement in grades 9-12. This letter describes how Empirical Education Inc. will work with RIMSD during this study. At the end of the letter, we ask you or another authorized signatory of the district to sign and date this document, acknowledging our agreement to work together.

#### PURPOSE AND TIMEFRAME

RIMSD has contracted with Empirical Education to conduct an independent evaluation of HATC, as part of a 2022 Education Innovation and Research (EIR) grant award.

The evaluation will consist of four main components: (1) a rigorous randomized experiment (impact study) to measure how effective the HATC program is compared to business-as-usual (BAU); (2) program processes, with rapid-cycle performance feedback, to inform RIMSD about implementation and factors that facilitate or impede program development, scale-up, and potential replication; (3) fidelity of implementation (FOI) of the program's key components relative to established thresholds; and (4) a cost-analysis and cost-effectiveness study.

Empirical Education will conduct the study during the 2023-24 through 2026-27 academic years. We will focus our analysis on students in grades 9-12 in the advisory period classes of participating teachers. The impact study will occur during the 2023-24 school year. The primary outcome of interest for the impact study will be students' social-emotional competencies, and attendance and suspension rate. Teachers will be randomized in spring 2023, with half using the HATC program and half continuing BAU during the following school year. All teachers will receive HATC professional development and support by summer 2024 and we will continue to evaluate the program processes, FOI and cost-effectiveness for the remainder of the grant. The general study timeline will be as follows.

- Spring 2023: Study planning, participant recruitment, baseline data collection; teacher randomization once rosters have been formed

- Summer 2023: Teachers randomly assigned to the HATC group receive training
- Fall 2023-Spring 2024: Implementation and impact study
- Summer 2024: All RIHS teachers trained in HATC
- Fall 2024 through Fall 2027: Study of whole school implementation; process study and formative evaluation of sustainability/scalability; and cost study

The HATC activities consist of training quarterly coaching sessions lead by Connect with Kids (CWK), implementation of SEL lessons during the advisory period, and project-based learning modules that result in a video production for each SEL competency. During the course of the evaluation, teachers will be asked to complete quarterly web-based surveys to better understand program implementation and the program's influence on SEL competencies and student achievement. A subsample of teachers will also be invited to video conference call interviews.

The research questions are as follows.

1. Is there a positive intent-to-treat (ITT) impact of HATC (relative to BAU) on:
  - a. students' social-emotional (SE) competence (composite) (teacher-rated)?
  - b. students' attendance rate (at school)?
  - c. students' suspension rate (reduction in proportion of students with one or more suspensions)?
2. Is there a positive impact of HATC on:
  - a. students' individual SE competencies (teacher-rated and student-rated): self-awareness, self-management, social-awareness, relationship skills, relationship skills, personal responsibility, decision making, goal-directed behavior, optimistic thinking?
  - b. students' disciplinary office referrals?
  - c. student end of year achievement?
  - d. teachers' positive relationship with students?
  - e. teachers' burnout/well-being?
  - f. teachers' SE competencies?
3. Is impact on achievement mediated by students' (a) increased SE competence, (b) increased attendance, (c) reduction in suspension rate?
4. Is there a differential impact of HATC on student and teacher outcomes based on baseline characteristics, including gender, race, socioeconomic status, LEP status, baseline number of suspensions (students) and years of teacher experience, and teacher baseline SE competencies (teachers)?

Our research will be independent of and uninfluenced by CWK and RIMSD. Our reports will provide your district, CWK, and a national audience of educators and researchers with an objective evaluation of the HATC

program. Empirical Education is committed to conducting research that is of the highest quality and usability for practitioners. Each study we conduct also has the purpose of contributing to our continuous improvement of methodologies for producing actionable evidence.

The research activities in your district will commence with the signing of this agreement and conclude at the end of the 2026-27 school year and once final data has been received. A final report is expected to be available in late 2027. Follow-on research may continue beyond the 2026-27 school year.

## RESEARCH METHODS

Our company provides technical assistance, data analysis, reporting, and related services to help school districts conduct scientifically-based research that meets the standards for evidence called for by the U.S. Department of Education.

- The impact study will involve data from students in grades 9-12 who are implementing HATC during the 2023-24 school year and comparison classes who are not implementing HATC. In order to help ensure that any differences found between student and teacher outcomes are caused by the presence of the HATC program, students of RIMSD teachers will be randomly assigned to either use the HATC program or to participate as part of the control group (BAU).
- The implementation, process, and cost studies will be conducted during the 2023-24 through 2026-27 school years.
- Empirical Education will follow its human subjects protocol, which includes obtaining informed consent from teachers who complete data collection activities. Empirical Education’s policy on “Program for Protection of Research Participants” is posted at <https://empiricaeducationinc.box.com/HumanSubjects>.
- Empirical Education will collect data as described below and will communicate with participating teachers via quarterly web-based surveys and teacher interviews to evaluate the level of program implementation and satisfaction.
- Empirical Education will not interview or test students.

## ASSIGNMENT OF DISTRICT POINT OF CONTACT

RIMSD has assigned a point of contact (POC) to the project—Dr. Kathy Ruggeberg, Assistant Superintendent for Teaching & Learning—who will act as the contact person for our company and whose responsibilities will include the following.

- Determine whether the scope of the study addresses the interests of RIMSD
- Assure that the study procedures are consistent with those of RIMSD
- Obtain authorization for teachers to spend sufficient time during the study responding to surveys or replying to other queries from Empirical Education
- Facilitate the release of requested data



## DATA COLLECTION

The study will rely on data that RIMSD and CWK supply to Empirical Education, as well as data collected through web-based surveys and interviews with teachers. Teachers will be given an honorarium (in the form of a gift card or check) for completing study surveys, which they will be able to spend as they wish.

- Empirical Education will provide its services to your district in a manner consistent with the provisions of the Family Educational Rights and Privacy Act (FERPA). All data provided to our company will remain the property of your district, even while stored in our company's database. We will ensure that data are accessible only to company personnel and consultants with a legitimate interest in the information or to authorities legally authorized for access. Personally identifying information will be removed so that your students and teachers will be identified only by unique numeric IDs within our database used for analysis.
- All transfers of confidential data between Empirical Education and the district will occur through Empirical's secure website, Empirical SecureServer®, which uses HTTPS/SSL with a signed security certificate. Any hard copy data will be stored in locked file cabinets. Hard copies and data files obtained from the district containing individually identifiable student or teacher data will be destroyed one year after the study has been completed.
- We will retain the data that has been stripped of all personally identifying information (de-identified data) for use in reanalysis and follow-on research, which is one of the purposes for which the study is being conducted.
- In order for Empirical Education to conduct the study, RIMSD will supply our company with relevant data in electronic form. These data will include individual records for the students of participating teachers, as well as other background data including relevant demographic information. Specifically, your district will provide the following student and teacher data.
  - Student-level data
    - Unique state or district ID
    - Demographic data including: gender, race/ethnicity, date of birth, and grade level
    - Economic Disadvantaged Status
    - Markers for Special Education and Limited English Proficiency status
    - State- or district-mandated assessment scores from 2023 through 2027 school years (for example, Measures of Academic Progress (MAP) scores in math and reading)
    - Behavioral data (daily attendance records, disciplinary office referrals, and in-school and out-of-school suspension data)
    - Social-emotional learning competency scores (individual scales and composite scores from teacher-rated and student self-rated assessment)

- Other data deemed important as indicators of improved progress specific to this population
- Classroom rosters linking students to teachers and class sections
- Empirical Education will collect additional data for analysis from participating teachers via quarterly web-based surveys and interviews with a subset of teachers
- CWK will provide Empirical Education with any available data on the extent to which students use HATC (for example, if implementation data are automatically collected by CWK and are recorded in the CWK platform).

RESEARCH REPORTS

In most cases, the results from the study will be made public.

- The study will be presented in standard research report format. Empirical Education will own the copyright to the reports and will grant your district a limited license to use and distribute the reports.
- Published reports will never use the names of students or teachers. The school and district name will be used unless otherwise requested.
- We will seek to report the results in reputable scientific journals and at scientific conferences.
- Empirical Education may combine the results from this study with the results from similar studies conducted in other school districts and may report these combined results.

On behalf of Empirical Education, we very much look forward to working with RIMSD. If I can answer any questions or be of assistance, please do not hesitate to call.

Sincerely,

*Robin Means*

Robin Means  
 President  
 Empirical Education Inc.

*Reginald L. Lawrence II*  
 Signature

2/14/23  
 Date

Reginald L. Lawrence II  
 Printed name

Superintendent  
 Title

## **EXEMPT HUMAN SUBJECTS NARRATIVE**

Rock Island-Milan School District (RIMSD), in partnership with Connect with Kids (CWK), is submitting a proposal entitled *How Are the Children: Increasing Social Emotional/Mental Health in the High School Environment (HATC)* to the Office of Elementary and Secondary Education (OESE) at the Department of Education for their Education Innovation and Research (EIR) program under the Early-phase grant category. Empirical Education (Empirical) will serve as the independent evaluator. It is our determination that this is research and does involve humans as subjects, but that the activities are exempt from full IRB review, under Exemption Category 1: Normal educational practice.

The research team has submitted previous protocols to Empirical's IRB without issue. Similar to previous work, the Principal Investigator will submit all required materials to the IRB with significant time for review and approval prior to initial human subjects research activities.

**Human Subjects Involvement and Characteristics.** This study will examine the effectiveness of the CWK curriculum with project-based learning (PBL) components with high school students and teachers in RIMSD. The program is a social emotional learning (SEL) curriculum designed to improve SEL competencies, as well as behavioral and academic outcomes. Teachers attend 14 hours of summer training and receive quarterly coaching sessions to implement the program. SEL competencies are addressed through video modeling, group discussion, written productivity, and weekly reinforcement of SEL competencies with follow-up activities. All curriculum is available in an online portal. Teachers will use the curriculum during their advisory period and are expected to complete 25 lessons (across 5 units), implementing 4-5 days/week. The program will be enhanced through a PBL component that will result in a video production for each SEL competency. There will be a 6 month planning period (January – June 2023). Recruitment for the impact study will begin in spring 2023 and will be a randomized control trial (RCT) where teachers serving as advisors (during advisory period) will be randomly assigned to use the CWK curriculum or be wait-listed and serve as the control group for one year (the control group will receive the program the following school year). The RCT will last one year and the implementation study and formative evaluation will span the five-year grant.

The CWK program will be implemented in a high-needs high school in RIMSD. The teacher population will include 100 teachers and approximately 1700 high school students in treatment and control, as well as administrators and other school staff.

As part of the impact and implementation study, Empirical will collect data from RIMSD including student administrative records (such as attendance and behavioral outcomes) and assessments that are administered annually. Teachers and students will complete SEL competencies rating forms (each rating their own SEL competencies and teachers will also rate students). Teachers will be asked to complete quarterly surveys that will ask them to reflect on normal educational practices, school climate, and self-efficacy. Participating teachers will be observed during select professional development sessions, and meetings. We will also conduct interviews and focus groups with a sample of teachers and school/district administrators.

**Sources of Materials.** All data collected for this study will be used solely for the purpose of research. Data for this study will come from the following sources.

- *Observations of professional learning activities:* We will observe a subset of professional learning activities that teachers participate in (e.g., summer training, quarterly coaching sessions).
- *Quarterly teacher surveys/annual interviews with teachers and administrators (exact schedule TBD):* We will survey teachers and administrators in both treatment and control groups about normal educational practices, school climate, and self-efficacy. Teachers will also be asked about engagement in CWK professional learning.
- *SEL competency rating:* Teachers and students will be asked to complete SEL competency scales twice per year (at the beginning and end of each school year). Teachers will also be asked to rate their students.
- *Student educational record data:* We will collect student demographic and test score data, as well as attendance and behavioral data (e.g., suspensions, disciplinary office referrals) from RIMSD for students in both treatment and control groups.

**Recruitment.** In year one of the project, RIMSD will also be asked to complete a Memorandum of Understanding (MOU) regarding program participation (with CWK) and research activities (with Empirical). RIMSD will introduce the project to teachers and administrators in spring 2023. Administrators and teachers will also receive information about project goals and implementation, as well as possible participation in the study.

**Informed Consent.** During the recruitment process, researchers will provide administrators and teachers with information about the study (during an in-person meeting or via webinar). Following the meeting, administrators and teachers will be asked to actively consent to participate in the study through an online consent form. The consent forms will include a clear description of what it means to participate in the study and what data will be collected. There will also be statements about the voluntary nature of the study and confidentiality, the risks and benefits of participation, and a description of the honorarium provided as part of study participation. The consent form will also include the contact information for the research team and an IRB representative.

**Potential Risks.** Potential risks to participating in this research are minimal. However, the research team recognizes that it is possible that some participants may experience feelings of frustration or embarrassment through participation in sharing their knowledge such as during interviews or during observed professional learning activities. While all efforts will be made to keep data confidential, there is a small chance that participation in research may cause a loss of privacy. There is also a small risk of data loss.

**Protection Against Risk.** The research team will ensure that the methods of data collection do not invade the privacy of students, teachers, or schools. We will monitor participation and responses to identify and reduce potential feelings of frustration or embarrassment.

The data security procedures for this project have been designed to minimize the potential for any breach of confidentiality. Members of the research team will complete/have completed an online course covering research with human subjects and data security prior to the study's commencement. All data collected for this study will be used solely for the purpose of research. During the project, all identifying information will be stored in locked cabinets and through

encrypted computer files/cloud-based environments, to which only the trained research staff will have access. All data will be entered into researchers' data warehouses and be linked across the dataset. To the greatest extent possible, data will be de-identified prior to analysis. Only designated research personnel will be involved in the analysis of data.

The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific individual. Information that identifies individual participants will not be provided to anyone other than researchers and legally authorized personnel.

**Importance of the Knowledge to be Gained.** The proposed study will result in important contributions to research with respect to the impact of CWK on SEL competencies and behavioral and academic outcomes, as revealed by the RCT. The evaluation will also provide information on conditions supporting impact to inform replication and scaling efforts, based on conditions for successful implementation and understanding of moderators (for whom) and mediators (how) impacts are achieved.

**Collaborating Sites.** The site-based work described will take place in a high school in RIMSD. The district will provide access to the educational data we need for our analyses. Researchers from Empirical will be engaged in human subjects research activities, working directly with sites around data collection and other research-related activities. As the prime awardee, RIMSD and CWK will be engaged in human subjects research and will provide the CWK programming.

**IRB and Program for Protection of Research Participants.** Prior to any data collection or analysis, Empirical will submit the necessary documents for expedited review to Ethical and Independent Review Services, our external IRB, for review and approval. Empirical's policy on "Program for Protection of Research Participants" is posted at <https://empiricaeducationinc.box.com/v/HumanSubjects>.



EMPOWERING EDUCATORS THROUGH EVIDENCE AND INSIGHT

**Budget Narrative for Education Innovation and Research (EIR) Early-Phase Program**

**EMPIRICAL EDUCATION INC. AS SUBAWARD FOR ROCK ISLAND-MILAN SCHOOL DISTRICT #41 (RIMSD)**

**HOW ARE THE CHILDREN: INCREASING SOCIAL EMOTIONAL/MENTAL HEALTH IN THE HIGH SCHOOL ENVIRONMENT**

**JANUARY 1, 2023 – DECEMBER 31, 2027**

The following information includes the budget table, the %FTE table, personnel, fringe, travel, other direct costs, and our indirect rate.

Empirical Education will oversee all aspects of the project evaluation, including: study compliance; data collection and warehousing; design and analysis; report writing; and dissemination activities.

**Budget for 2023-2027**

<b>Budget Categories</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>	<b>2026</b>	<b>2027</b>	<b>5-year Total</b>
1. Personnel	71,872	105,449	71,754	74,856	99,657	423,588
2. Fringe Benefits	21,389	31,382	21,354	22,277	29,658	126,060
3. Travel	3,765	1,638	6,012	4,834	7,650	23,899
4. Equipment	0	0	0	0	0	0
5. Supplies	0	287	125	127	130	670
6. Contractual	0	0	0	0	0	0
7. Construction	0	0	0	0	0	0
8. Other	7,000	4,902	5,925	4,907	6,590	29,325
9. Total Direct Costs (lines 1-8)	104,026	143,658	105,170	107,002	143,686	603,542
10. Indirect Costs	43,046	59,446	43,519	44,277	59,457	249,746
11. Stipends	0	33,000	33,000	33,000	33,000	132,000
12. Total Costs (lines 9-11)	147,073	236,104	181,690	184,279	236,143	985,288



## Personnel

Name	Job Title	2023	2024	2025	2026	2027
Andrew Jaciw	Chief Scientist	17%	20%	12%	12%	20%
Jenna Zacamy	VP of Research Operations	6%	10%	8%	8%	10%
Adam Schellinger	Senior Research Analyst	25%	25%	20%	20%	20%
Zahava Heydel	Research Assistant	15%	20%	20%	20%	15%
Li Lin	Statistician	4%	15%	6%	8%	12%
Garrett Lai	Data Warehouse Engineer	3%	8%	6%	5%	4%
Skott Wade	Office Manager	0%	2%	2%	2%	2%
Robin Means	President	2%	4%	1%	1%	4%

Andrew Jaciw, principal investigator of the independent impact evaluation, will work closely with Zacamy and Schellinger to direct the experimental design and analysis and supervise all reporting. Jaciw will also contribute to the writing of the report.

Jenna Zacamy, VP of research operations, will provide management and oversight in the compliance issues, including IRB and district research requirements; communication with RIMSD and the participating schools; data aggregation processes; reporting; and dissemination activities.

Adam Schellinger, senior research analyst, under the guidance and supervision of the VP of research operations, will be a key liaison with local NC school contacts. He will maintain communication and agreements with districts and schools; submit materials and updates to the IRB; manage all data collection activities; work across the research team to coordinate activities; conduct descriptive analysis; draft all reports (quarterly, annual, and summative); and disseminate results.

Zahava Heydel, research assistant, will collaborate with Schellinger to assist with all project tasks. These tasks include data entry, cleaning, aggregation; data collection; communication with study participants and the project team; analysis and reporting; and dissemination.

Li Lin, analyst managed by Jaciw will be responsible for data analysis for student and teacher outcomes.

Garrett Lai, data warehouse engineer, under the guidance and supervision of the VP of research operations, will perform the cleaning of data, warehousing all data, preparing data for analysis, and documenting the data through a codebook.

Skott Wade, operations manager, under the management of Robin Means, will assist in the daily management of project tasks relating to the following: issuing and tracking payments to teachers; invoicing and project budget tracking; and processing project related expenses.

Robin Means, asset manager, will be responsible for production and revision of reports, presentations, and other dissemination materials and deliverables related to the project. She will also be responsible for reviewing contractual documents with RIMSD and the Department of Education.

## Fringe Benefits

All of the employees listed in the Personnel section are regular employees. Their benefits rate is 29.76% of regular employees' salaries. Benefits include worker's compensation, unemployment tax, and FICA for both employee classifications. Regular employees also receive medical/dental, life insurance, disability insurance, and other staff benefits.

## Travel

All travel expense reimbursements are based on airfare estimates of the current average round-trip coach fares. Lodging, ground transport, and per diem are based on GSA's approved rates, adding in taxes.

Adam Schellinger will travel to RIMSD once in year 1 of the project to observe the CWK training. We estimate this trip at \$2,127 in year 1 only.

\$700 roundtrip airfare + \$250/night for lodging x 3 nights (\$750) + \$79 for ME&I x 3 days (\$237) + \$100 for ground transport x 3 days (\$300) + transport to/from home to airport before and after trip (\$140) = \$2,127

Andrew Jaciw and Adam Schellinger will travel to RIMSD in year 4 of the project to discuss scaling and replication of the program implementation to other school districts. We estimate this trip at \$3,196 in year 4 only.

2 staff x \$700 roundtrip airfare = \$1,400

2 staff x \$250/night for lodging x 2 nights = \$1,000

2 staff x \$79 for ME&I x 2 days = \$158

\$100 for ground transport x 2 days = \$200

2 staff x \$70 ground transport to/from home to airport before and after trip = \$280

Total = \$3,196

Andrew Jaciw will travel to Washington, DC for the annual 2-day project directors meeting in all 5 years of the project. We estimate this trip at \$1,638/year in years 1-5.

\$600 roundtrip airfare + \$300/night for lodging x 2 nights (\$600) + \$79 for ME&I x 2 days (\$158) + \$70 ground transport x 2 days (\$140) + transport to/from home to airport before and after trip (\$140) = \$1,638

Andrew Jaciw and Adam Schellinger will travel to the American Education Research Association (AERA) annual meeting in years 3 and 5 of the project to disseminate study findings. We estimate this trip at \$4,374 in each of the 2 years.

2 staff x \$700 roundtrip airfare (estimating high since we don't yet know the city) = \$1,400  
2 staff x \$300/night for lodging x 3 nights = \$1,800  
2 staff x \$79 for ME&I x 3 days = \$474  
2 staff x \$70 ground transport x 3 days = \$420  
2 staff x \$70 ground transport to/from home to airport before and after trip = \$280  
Total = \$4,374

Andrew Jaciw will travel to Washington, DC for the annual Society of Research on Educational Effectiveness (SREE) conference in year 5 of the project to disseminate study findings. We estimate this trip at \$1,638 in year 5.

\$600 roundtrip airfare + \$300/night for lodging x 2 nights (\$600) + \$79 for ME&I x 2 days (\$158) + \$70 ground transport x 2 days (\$140) + transport to/from home to airport before and after trip (\$140) = \$1,638

## Equipment – N/A

## Supplies

Supplies include envelopes, checks, toner, and labels to mail stipends in years 2-5. They are estimated at \$287 in year 2, \$125 in year 3, \$127 in year 4, and \$130 in year 5.

## Contractual – N/A

## Construction – N/A

## Other

### IRB

IRB costs include an initial submission in year 1 (\$1,500) and annual reviews in each project year thereafter (\$300/year) for a total across all 5 years of the project of \$2,700.

$\$1,500 (Y1) + \$300 \times 4 \text{ years } (Y2, 3, 4, \text{ and } 5) = \$2,700$

### LEGAL

Legal costs include having our lawyer review contracts and other executive documents. We estimate \$1,000 only occurring in year 1 to accommodate contract review.

### CONFERENCES

Conference expenses include registration fees for 2 staff to attend AERA in years 3 and 5 and for 1 staff to attend SREE in year 5 for dissemination of results.

Year 3: \$510 (AERA annual meeting registration) x 2 staff = \$1,020

Year 5: \$510 x 2 staff (\$1,020 for AERA) + \$660 x 1 staff (SREE conference registration) = \$1,680.

### SOFTWARE

Software expenses include tools needed for conducting the following portions of the evaluation: administering surveys, securely collecting data, and analyzing the data. Those tools include SAS, SurveyCenter, and SecureServer. We estimate these costs based on our annual payments divided by the number of projects we typically use the tools for.

\$6,000 (SAS) + \$1,800 (SurveyCenter) + \$1,200 (SecureServer) / 2 (projects that share these annual expenses) = \$4,500/year for years 1-5.

### PRINTING

Printing expenses include letters to include when mailing stipends. They are estimated at \$40 per year for years 2-5.

### POSTAGE

Postage expenses include stamps to mail stipends in years 2-5. They are estimated at \$62.40 in year 2, \$64.90 in year 3, \$67.49 in year 4, and \$70.19 in year 5.

### PARTICIPANT COSTS

Participant costs for years 2-5 are estimated at \$33,000/year (100 teachers x \$75/survey x quarterly surveys + 20 teachers x \$150) for completion of quarterly teacher surveys, a small sample of teacher interviews, and assistance with data collection.

### Indirect Costs

Rate of 41.38% is based on financial information for year 2020. The rate was calculated using the methodology required by U.S. Department of Education (ED), but ED informed Empirical that unless Empirical had Prime Federal contracts, it would not negotiate an indirect rate. Empirical has not had any Prime contracts for over ten years.

### Total

We estimate the following annual totals for conducting this project evaluation.

Y1: \$147,073

Y2: \$236,104

Y3: \$181,690

Y4: \$184,279

Y5: \$236,143

Years 1-5: \$985,288